

Agricultural Communication Lesson Plans for the Agricultural Leadership Class at Elk Grove
High School

A Senior Project
presented to
the Faculty of the Agricultural Education and Communication Department
California Polytechnic State University, San Luis Obispo

In Partial Fulfillment
of the Requirements for the Degree
Agricultural Communication; Bachelor of Science

by

Chelsea Molina

May, 2013

VISIT...

LANZAROTE
Caliente.COM

Abstract

The purpose of this project was to develop agricultural communication lesson plans for Elk Grove High School's Agricultural Leadership class. The lesson plans were created after the research of the existing California Agricultural Education and Agricultural Leadership Curriculum standards. The lesson plans were then based off of the FFA Agricultural Communications Career Development Event (CDE) guidelines in order to grasp many of the important details of the CDE. The CDE is offered at the national level but not yet at the state level in California. Providing lesson plans that coincide with the requirements of the CDE will help California FFA programs gain knowledge of the event held throughout other states and at the National FFA level.

Table of Contents

Abstract	ii
Chapter One – Introduction	1
Statement of the Problem.....	1
The Importance of the Project.....	2
Purpose of the Project.....	2
Objectives of the Project.....	3
Definition of Important Terms.....	3
Summary.....	4
Chapter Two – Review of Literature	5
Importance of Agriculture.....	5
Communication.....	7
Agricultural Communication.....	8
Future Farmers of America.....	10
Career Development Events.....	11
Agricultural Communications Career Development Event.....	11
Curriculum for Agricultural Communication.....	13
Current Agricultural Communication Curriculum.....	15
Writing Lesson Plans.....	15
Summary.....	16
Chapter Three – Materials and Methods	17
Preparing the Lesson Plans.....	17
Piloting the New Lesson Plans.....	23
Summary.....	24
Chapter Four – Results and Discussion	25
Lesson Plan One.....	26
Lesson Plan Two.....	29
Lesson Plan Three.....	32
Lesson Plan Four.....	35
Lesson Plan Five.....	38
Summary.....	41
Chapter Five – Summary, Conclusions, Recommendations	42
Summary.....	42
Conclusions.....	42
Recommendations.....	43
Works Cited	44
Appendices	47
Appendix A – Agricultural Communications Career Development Event Guidelines.....	47
Appendix B – Agricultural Communication Lesson Plans.....	54

Chapter 1

Introduction

Agriculture is a leading industry across the nation but the general public has little to do with or even knows about where their food comes from or how it is produced. Most Americans know very little about agriculture, its social and economic significance in the United States, and particularly, its links to human health and environmental quality. There are few systematic educational efforts made to teach or otherwise develop agricultural literacy in students of any age. Although children are taught something about agriculture, the material tends to be fragmented, frequently outdated, usually only farm oriented, and often negative or condescending in tone (Committee on Agricultural Education in Secondary Schools, 1988). A solution to this lies in incorporating agriculture into existing curriculum. The earlier in life information about agriculture is presented to children, the more receptive they are to accepting and applying wholesome concepts about the topic the rest of their lives (McReynolds, 1985). Incorporating agriculture communications into classrooms will not only further students knowledge of the agriculture industry but it will also provide for knowledgeable future communicators of the agricultural industry and will have a lasting effect on the students and society.

Statement of the Problem

At the National FFA level there is an Agricultural Communications Career Development Event (CDE) and also at the state level but only in a few states across the country. The problem arises in the fact that the Agricultural Communications CDE is not available to California FFA

members. In order for this competition to be implemented in California and to move forward with it, it must first be recognized that agricultural communications lesson plans can be fit into the curriculum of an agricultural leadership class.

The Importance of the Project

Due to the fact that there is a growing need for more effective communicators in the agricultural industry and the growing number of professions in the field, FFA members, students in agricultural classes, and teachers in California need to become aware of the Agricultural Communications CDE competition and the benefits that it can have on the students. The Agricultural Communications CDE can prepare students for numerous amounts of jobs and provide them with life long skills even outside of the agricultural communication field.

Purpose of the Project

The general purpose of this project is to introduce agricultural communications into the curriculum of an agricultural leadership class. The lesson plans produced incorporate certain aspects of the Agricultural Communication CDE. Adding agricultural communications to lesson plans of Agricultural Leadership classes is one of the first steps of Agricultural Communications becoming a state CDE in California. Providing an example of a high school Agricultural Leadership class using agricultural communications will hopefully encourage other agricultural programs to move forward with implementing the lesson plans into their classes as they see fit. This will help raise awareness of the Agricultural Communication CDE.

Objectives of the Project

To accomplish the purpose of this project the objectives of this project include:

1. To increase the awareness to those involved with California FFA of the Agricultural Communication's CDE that is available to other states and at the national level.
2. To plan and implement agricultural communications lesson plans to be included in an agricultural leadership classes.
3. To increase student participation of agricultural communications in a class setting in order to have a long-lasting impact.

Definition of Important Terms

Listed below is a review of important terms that have been, or will be, used throughout this project:

- Agricultural illiteracy: not possessing knowledge and understanding of the food and fiber system and agriculture industry.
- Career Development Events (CDE): provided through FFA contests, they prepare members, especially participants for more than three hundred careers in the agriculture industry by challenging them with real-life, hands-on tests of useful skills (National FFA Organization Statistics, 2011).
- Curriculum: a set of courses constituting an area of specialization offered at an educational institution (Merriam-Webster, n.d.).
- FFA: formally known as Future Farmers of America, is an organization that envisions a future in which all agricultural education students will discover their passion in life and build on that insight to chart the course for their educations, career, and personal future.

- Lesson plan: detailed description of the individual lessons that a teacher plans to teach on a given day (Meador, n.d.).

Summary

Through the development of agricultural communication lesson plans for agricultural high school leadership classes, students will gain skills that will be beneficial and stay with them for a lifetime. If agricultural communications is implemented into the classrooms, students will have a more dynamic learning environment. Teaching students in high school how to effectively communicate, in general, and for the purpose of agriculture, will help improve agriculture awareness in the future.

Chapter 2

Review of Literature

The Review of Literature includes extensive research on the topics of the importance of agriculture, communication, agricultural communications, Future Farmers of America (FFA), Career Development Events (CDE), information on curriculum, current agricultural communication curriculum, and lesson plan writing. This research was all in order to pursue the first step to introduce a new Career Development Event contest to California FFA. The purpose is not to actually start a new competition at the FFA State Finals but to introduce the idea of agricultural communications to California by fitting lesson plans into already existing agriculture leadership class. Increasing student participation of agricultural communications in a class setting could have a long-lasting impact on the students and in the agriculture industry.

Importance of Agriculture

The importance of agriculture is really no mystery. Humans need food for energy, health, and physical well-being and agriculture helps provide this to them by providing the food in which humans consume. The public needs to understand the impact and role that agriculture plays in their lives each and everyday. The increases in the public's misconceptions about agriculture are an immense problem. An understanding for the agriculture industry needs to be better developed. The Texas Farm Bureau (2009) points out that, "As technology used in producing, processing, and distributing our food has become more complex, the gap in understanding those technologies has widened."

The urban population often takes food for granted simply because they don't know where it comes from or how it got to the grocery store. They can simply go to the grocery store and pick up anything because whatever they need is there. A majority of the population doesn't even know where their food comes from since only one percent of the population claim farming as an occupation and about two percent actually lives on farms (AG 101, 2009). The problem with this is the gap between the consumers and the producers. Consumers are often fed myths about the modern form of agriculture, while farmers sit back with little to no voice. Once consumers are told or hear some sort of myth, making them believe that what they were told were incorrect facts, is a challenging task.

Certain publics often deem terms like "steroids" and growth "hormones" bad but in reality certain steroids and growth hormones are essential to human health and wellness. The terms "natural" and "organic" are buzzing around the population but these forms of agriculture are not going to feed the growing population of the world. Many don't realize that many "natural" pesticides are still used on plant materials in organic farming and that some of these natural forms of pesticides can actually be quite toxic (Texas Farm Bureau, 2011).

On top of the rise of agricultural illiteracy with the current population, according to the Food and Agriculture Organization of the United Nations (FAO) (2009), the world population is expected to increase to around 9 billion people by 2050 and the agriculture industry must work to feed all the new people. Food productions will have to be increased by seventy percent to feed the additional 2.3 billion people to come. On top of this, globally the nations are already fighting poverty and world hunger, all while using natural resources that are becoming scarce (2050: *A third more mouths to feed*, 2009). The public needs to be better educated on the importance of agriculture. It is also important for the public to understand what the demands on the agriculture

industry and what it has to accomplish over the next few decades to keep up with the growing demands of food because of the increasing population. A better-educated public can hopefully be achieved by increasing the communication between producers and consumers.

Communication

Merriam-Webster Dictionary defines communication as “a process by which information is exchanged between individuals through a common system of symbols, signs, or behavior.” No matter what the situation is, communication is most always an essential asset. Be it in a job interview, dealing with a leader, working out a solution with team members on a group project, or writing a report. Communication is necessary to get the point across effectively. Ramakanta Samra points out that, “Using the right tools to communicate the right messages at the right time can salvage a crises and motivate people to work towards success.”

In today’s day and age with fast access to any sort of information via Internet, etc., the importance of communication has become multiplied. Ramakanta Sarma says to be successful at communication the following is necessary:

A person requires an integrated set of communication skills. These skills comprise, writing skills, speech skills, listening skills, non-verbal skills. One should have communication skills, while reading, writing, listening, speaking, conversation with various groups of people, government officials, bankers, family member etc. (p. 3)

But a major concern arises with the increasing number of ways to communicate, people are loosing touch with abilities to speak face-to-face seems to be diminishing or some people are just plain out of practice according to Hanke S. (2009). She notes that, “It is important to know who you are talking to and adapt to your listeners’ style (p. 22).”

Almost all careers or occupations require some form of communication. In the Princeton Review, communication studies racked up position eight for the top ten college majors (n.d.). This reveals that communication skills are a key asset to have. Someone who studies communication can obtain skills that will prepare them for careers in business, advertising, human resources, public relations, government, education, media, and social services (Top 10 College Majors, n.d.). Although many articles rank communication skills at different levels, it is profoundly seen that the need for communication skills are relevant in today's society and the demand for effective communication skills does not seem to be going away anytime soon.

The Center for Agricultural Technology Transfer reports that communications essentially began in 1440 when the Movable Type Printing Press was invented. This invention made mass communication easier than anything ever before by producing much larger quantities of print publications (n.d.). Since then forms of communications have only progressed and also into many different industries.

Agricultural Communication

Agricultural Communication is defined as “the exchange of accurate information about the agricultural and natural resources industries (Center for Agricultural Technology Transfer, n.d.).” For Agricultural communications to be most beneficial, it must be delivered through an efficient channel available while keeping appropriate communication techniques and audiences in mind. The profession of agricultural communication was born out of the practical need to share important information about agriculture in the 1800's (Tucker, M. Whaley, S., Cano, J., 2003, p. 22). Since then, agricultural communication has only progressed with many new inventions aiding in its process. It is important to understand how much agricultural

communications has progressed in order to strive for a better future in the profession and industry.

Agricultural communications plays a vital role in the world of agriculture and is all about communicating complex issues in food, agriculture, and the environment. Ohio State University stated that agricultural communications allows for careers in working with agricultural magazines and other publications, advertising and public relations agencies, farm radio and television stations, agricultural commodity groups, and government agencies. A background in agricultural communications helps people to organize and disperse scientific and technical information to audiences that have farm and nonfarm backgrounds (*Agricultural Communications Overview* n.d.).

As agricultural issues become a prominent target in the media, the need for effective agricultural communicators continues to grow. Since a large number of the population lacks a fully grasped agricultural understanding, it is important for agricultural communicators to provide timely, accurate information on current issues and events to the public. Tucker (2003) reported that agricultural communicators often strive to be outspoken influential leaders, which has been essential for the profession since its start.

Communication between producers and consumers is not the only problem, according to Dan Campbell (2010), “Few farmer cooperatives last from one generation to the next without a good communications program – one that helps keep members informed and actively involved in their co-op” (p. 1). The farmers and producers also have a need for communication skills and meaningful agricultural communication.

Future Farmers of America

Future Farmers of America, or more commonly known as FFA which is now the organizations official name since 1988 was founded in 1928 by a group of young farmers. Thirty-three young male farmers sanctioned a course that would forever change the future of agriculture for the youth. Even in 1928, there was a concern to feed the growing population in which they wanted to prepare the generations to come for the challenges. FFA continues to lead each generation to meet those demands. The organization also helps members to prepare for their futures by providing them with the ability to explore different interests and a broad range of career paths (National FFA Organization History, n.d.).

Today, the National FFA Organization reported having 540,379 FFA members throughout the country including all fifty states, Puerto Rico, and the U.S. Virgin Islands. FFA is usually incorporated into curriculum of agricultural classes. The organization has more than 11,000 FFA Advisors and agriculture teachers. These educational leaders provide students with education that will enable them to grow into skilled leaders with innovative and leading edge education. Activities in the classroom provide students with hands-on work experiences as well as the development of life skills, that help the members discover career paths. The classroom activities also include math and sciences (National FFA Organization Statistics, 2011).

There are three different levels to the FFA, national, state, and local. The local level consists of students being members of their local school FFA chapters. These students are advised by agricultural education instructors and are referred to as chapter advisors. At the next level, state, which is headed by an advisor and executive secretary, the chapters are organized under their state associations. These different state associations can conduct programs and host annual conventions. The programs that the local, state, and national levels host help members

develop many skills such as public speaking, conducting and participating in meetings, managing financial matters, problem solving, and most importantly civic responsibility (Youth Development Program, n.d.).

Career Development Events

The Career Development Events (CDE) provided through FFA contests, prepare members, especially participants for more than three hundred careers in the agriculture industry by challenging them with real-life, hands-on tests of skills used (National FFA Organization Statistics, 2011). The National FFA CDE is prepared and published by the National FFA Organization. State associations and local chapters may put on their own personal contests and may have different rules or guidelines.

There are twenty-four national Career Development Events and one activity. In order to actually participate in the contest, according to the National FFA Organization, “Each CDE participant must be a current, bona fide, dues-paying FFA member with good standing with the local chapter, state FFA association, and the National FFA Organization at the time of certification (Team Orientation Packet Agricultural Communications CDE, 2011).”

Agricultural Communications Career Development Event

The Agricultural Communications CDE in particular prepares students for careers in journalism, radio, and TV broadcast, web design, marketing, and more. In 1999, the National FFA Organization realized the importance of agricultural literacy skills and started the national agricultural communications contest (Akers, 2001). The CDE team consists of three members and the participants have many duties. The event is very intensive. Members participate in a

simulated news conference, then use the information collected to complete practical problems including: writing a new story and press release, preparing a radio broadcast and developing a graphic design at the event competition. The participants must also complete a written communications quiz and editing exercise. Lastly, each team must have a developed communications proposal and presentation prepared. A copy of the Agricultural Communications CDE can be found in Appendix A.

The group must develop a public communications proposal addressing a topic, which has been given ahead of time, to a specific audience. The proposal must be no more than twelve pages, double-spaced on white 8.5" x 11" bound paper using 1" margins and twelve point Times New Roman or Times font. This does not include references or appendices. The teams must present to a panel of judges for a time period of fifteen minutes, which is then followed by a five-minute question period by the judges. The team has a total of ten minutes for set-up and teardown. The purpose of the proposal is to provide suggestions to solve problems, provide services, or sell a product (National FFA Career Development Events, 2012).

The specifications of the practicum for the Agricultural Communications CDE include a designer, an electronic media specialist, and a writer. One member should be assigned to each of the following activities prior to the event. The designer's duties include web page layout using the software Dreamweaver. They are judged on appropriate design based on the topic they are given and functionality of site. The designer's may not use templates and must start from a blank document. Specifically, the Graphic Design and Web Design practicum's consist of the following:

Graphic designers will use Microsoft Excel (part of the MS Office 2007 package) to create an informational graphic from some simple statistics, which will be provided. They

will cut and paste their informational graphic into their publication layout, which will be done in Adobe InDesign CS5.5. Each designer will receive photographs that can be placed into the layout; photo editing may be done in InDesign CS5.5. Web designers will design their pages in Adobe Dreamweaver CS5.5; images will be provided to the Web designer. (National FFA Organization's Team Orientation Packet Agricultural Communications CDE, 2011, p. 6)

The electronic media specialists must create a digital news broadcast using Audacity software. They are judged on quality and clarity of their voice and also the quality of their editing skills. The writers must create a press release using Microsoft Word (2012 Agricultural Communications CDE Practicum Specifications, p. 1).

Curriculum for Agricultural Communication

Planning curriculum can be difficult but Jacobs, H. outlined a plan for making the process without much difficulty by using four phases. First is to conduct action research. The research should be carried out for a long period of time to ensure that those involved learn more about their current curriculum as well as the ones they are thinking about incorporating. The second phase is developing a proposal, which includes assessing potential areas for multidisciplinary or interdisciplinary units. The third phase is to implement and monitor the pilot. During this time teachers can evaluate the new curriculum. Lastly is the fourth phase of adopting the new program. During this time, advisors can make revisions or chose to carry it out as is. This four-phase process can aid in successful adoption of a new program or curriculum in a classroom setting (Jacobs, 1991).

In order to prepare students for a career in the agriculture communications industry or for the CDE, it must first begin in the classroom. Shannon Hartenstien, advised by Tracy A. Rutherford, Ph. D. Agricultural Communications and Journalism of Kansas State University on behalf of the National FFA Organization in 2002, developed a guide for agricultural communications in the classroom. Hartenstien suggested many ideas for incorporating agricultural communication in the classroom which included, designing a website, flyers and brochures, radio broadcasts, local newspapers, instruction manuals, and a mock Agricultural Communications CDE.

Hartenstein (2002) suggests that, “Whether FFA members are interested in pursuing a career in agricultural communications and journalism or are just looking to build additional communication skills, participating in the agricultural CDE proves to be an educational experience” (p. 3). So if agricultural communications were to be incorporated in a classroom curriculum it would essentially benefit all students.

For a practical, useful curriculum to be developed, the planning process should involve all those affected by the program. This includes teachers, employers, and employees. Since technology is ever changing, the curriculum for agricultural communications must be looked at and updated continually (Akers, 2001).

Akers, C., Vaughn, P., and Lockaby, J. of Texas Tech University found in a study of what should be incorporated in an agricultural communications curriculum, they found eleven topic areas that should be included, as follows, writing, computer/information technology, agricultural industry, communications history, professional development, research/information gathering, ethics, public relations/advertising/marketing, leadership development, legislative issues, and communication skills (2001).

Current Agricultural Communication Curriculum

Curriculum for agricultural communications is already included in California Agriculture Education but only specifying in lessons that include: “The Importance of Speaking and Listening,” “Effective Committee Skills,” “Public Speaking Presentations,” and “Special Communications Skills.” These that are included are required to meet the State Agricultural Standards under the section of FFA Leadership Development.

The existing curriculum is designed to integrate California’s extensive academic content standards with industry specific knowledge and skills to prepare students both for direct entry into California’s industries and for postsecondary education (California State Board of Education, 2005). The standards are necessary to help develop student’s communications skills and are a key factor in developing and preparing lesson plans. Some lessons are required to meet the State Agricultural Standards, although lessons plans are not restricted to only what is required and may include further topics or ideas.

Therefore the next step is to expand on the agricultural communication curriculum and create lesson plans that exemplify an even broader range of agricultural communication skills, which include: editing, writing press releases or news stories, creating flyers and brochures, etc.

Writing Lesson Plans

Developing and writing lesson plans can be approached in many different methods. According to Colorado State University’s Teaching Guides, “There is no single formula for writing lesson plans.” Lesson plans can vary from being carefully written out with all the details for the lesson, while others can be only a brief outline. The Agricultural Education and Communication Department at California Polytechnic State University, San Luis Obispo

recommends to it's teaching candidates to use their "Lesson Plan Format." The template can be located on the department's web page under the Credential Program in Agriculture tab. The outline can assist in creating lesson plans.

Summary

Preparing students with agricultural communication skills is essential for the future of agriculture. Previous reports show that incorporating agricultural communication lesson plans in already existing classes with FFA programs is possible. Even if students choose not to pursue a career in agricultural communication, the skills they will gain from learning about agricultural communications, will stick with them for the rest of their life. The skills taught to students will help them to effectively communicate knowledgably about agriculture in successful ways. Creating better agricultural communicators at such a young age is vital to the agricultural industry. It could possibly bring better light to the agricultural industry and all the challenges in which it faces.

Chapter 3

Materials and Methods

The purpose of this project was to create lesson plans and further develop the content on agricultural communication in the curriculum of an agricultural leadership class at the high school level. The development of the lesson plans for the class will enhance the students' communication skills and introduce them to the possible career pathways involving agricultural communication. This will give the students the opportunity to learn and practice using the skills necessary for a career in agricultural communications in a "learn by doing" manner. Mark Tucker, Assistant Professor of Agricultural Communications at Ohio State University said "Agricultural Communication is a wonderful career choice for creative, curious people who are committed to promoting public understanding of food, agriculture, and environmental issues" (Hartenstein, 2002). Although demanding, the study of agricultural communication prepares the students with the expertise that is necessary for a career path with such broad demands.

The current agricultural curriculum standards are adopted by the state of California. The standards serve as the basis for the curriculum frameworks, instructional materials, and statewide assessments in schools in California. The agriculture sector of the State's curriculum is designed to provide a foundation in agriculture for all students interested in agriculture. The existing curriculum is a key factor in developing and preparing lesson plans because some lessons are required to meet the State Agricultural Standards, although lessons plans are not restricted to only what is required and may include further topics or ideas.

Preparing the Lesson Plans

In order to organize and create effective lesson plans for students in an agricultural leadership class there are many steps that must be taken. The first step is to identify and access the existing curriculum. Agricultural curriculum to help guide teachers in California can be found at www.calaged.org. Once the curriculum page was identified, the Revised California Ag Basic Core page was accessed to find out if there was any existing curriculum for agricultural communications. “The Importance of Speaking and Listening,” “Effective Committee Skills,” “Public Speaking Presentations,” and “Special Communication Skills” all exists under the unit title “Communications” of the FFA Leadership Development curriculum. The preceding four topics are identified at the website as lessons. Each of the four lessons font’s are italicized on the webpage under the Communications unit title. The italicized font denotes them as required lessons to meet the State Agricultural Standards. It was important to review the curriculum in depth to ensure no overlapping of skills taught from the existing curriculum and to keep it in mind throughout the whole process of the lesson plan writing.

The existing curriculum for agricultural communication included topics focused more on the technical speaking skills, such as reading, writing, written and oral English language conventions, and listening and speaking. The skills presented are very beneficial and should not be overlooked or excluded when writing the lesson plans because the technical speaking skills that are required by the state are needed in order for the new lesson plans to be successful educating students. Unfortunately, the existing curriculum does not focus on the skills that an agricultural communication professional uses. For example writing news reports, writing press releases, editing, photography, design skills, and along with event planning are not including in the required curriculum. These topics infuse some of the required topics in the curriculum and

also certain elements of the Agricultural Communications Career Development Event (CDE). After learning these skills and trades, in the future, students could possibly pursue studies or careers.

The lesson plan format used in teacher preparation at California Polytechnic State University, San Luis Obispo clearly outlines in a step-by-step format the process to be taken in writing an effective lesson plan.

The lesson plan format includes the following procedures:

Lesson Title:	
I. Identification	
Course Title:	
Teaching Unit:	
CDE Standards Addressed:	
Lesson number in this unit:	
Length (time):	
Best month:	
II. Specific Instructional Objective(s):	
III. Equipment, Materials, Supplies, Books, Recourses needed for this lesson	
IV. Academic Language:	
V. Teaching Procedures:	
a. Anticipatory set:	
b. Stated Objective(s):	
c. Purpose:	
d. Input (presentation):	
Subject Matter (outlined)	Teaching Methods
e. Check for Understanding:	
f. Demonstration-Modeling:	
Steps	Key Points
g. Check for Understanding Again:	
h. Guided Practice:	
i. Quest Activities:	
j. Review/Summary:	
k. Assessment:	
l. Closure:	
m. Independent Practice:	
n. ELL/Special Needs:	

Using the California Polytechnic State University, San Luis Obispo, Lesson Plan format above, the “Lesson Title” is the title of the lesson plans, which correlated with the different topics that were presented each day.

In the Section I. “Identification” the “Course Title” which was selected simply by stating the class in which the lesson would be taught in. The “Teaching Unit” would be communication. Although the CDE of Agricultural Communication is not implemented in California yet, the “CDE Standards Addressed” were from the National FFA level. The “Lesson Number in this Unit” for the lesson plans created ranged from one through five and was determined by how many class meetings were available for instruction of agricultural communication in the Agricultural Leadership class. The “Length” was the amount of time available in minutes that each lesson plan would take. It was decided by estimating how long each lecture area and activity would take in order for students to gain valuable knowledge without being rushed. “Best Month” was determined by when the teacher of the Agricultural Leadership had time available to fit it into the curriculum of the class and also when it would best benefit the chapter in terms of the activities going on during that time of the year.

Section II. “Specific Instructional Objective(s)” was developed by recognizing the intended audience of the lesson plans and the specific knowledge or skills the lesson plans would build.

Section III. “Equipment, Materials, Supplies, Books, Resources needed for this Lesson” required listing the materials need. The materials for each lesson plan were chosen upon appropriateness for the student’s age and academic level. It was also important to verify that the material selected would be readily available for the teachers use for ease of facilitation.

Section IV. “Academic Language” listed any terms that may be unknown to someone else reading the lesson plan.

The “Teaching Procedures” of section V. required fourteen steps to fully develop an effective lesson plan. The steps can be seen in detail and in order in the proceeding paragraphs.

The “Anticipatory Set” was developed by writing an effective and catchy introduction for the topic agricultural communication. This was done in order to engage the students and get them interested in the topic immediately. The lesson’s key concepts were explicitly delineated on how they were presented to the students. A brief preview of the lesson plan was included by summarizing the main points of the lesson plan. It was important to write and present a summary of the lesson plans to the students to keep the teacher on track and to inform the students of where the lesson would be headed.

The “Stated Objectives” were obtained by determining the goals of the lesson plan and by making sure they are realistic with the given time. The lesson’s objectives must be clearly defined and in line with the standards and curriculum that have been previously stated above. It is important to determine what exactly you want the students to learn and they are provided with the information to be able to fully understand the concept or able to perform a new skill taught by the end of the lesson. The objectives had to match the purpose, be measurable and observable, and include a time frame.

The “Purpose” was used to structure the lesson and to help with the flow of the class, especially if a distraction were to arise. It was designed to keep the teacher on track of the subject matter at hand. The agricultural communication lesson plans purpose were to provide relevant information on agricultural communication and specific skills for agricultural communication to the students.

The “Input (presentation)” was an outline of the subject matter and the teaching methods that were used to present the specific subject matter.

In order to “Check for Understanding” the lesson plan had to include a form of measurement to assess the knowledge the students gained. This section had to be written out fully to allow for clear understanding in each lesson plan. Checking for students understanding was done by asking if the students had any questions. In addition, each lesson plan had a different form of measurement, including a quiz to measure the student’s retention, practice worksheets that were turned in, and a final assignment/project to see design skills learned.

The “Demonstration-Modeling” had to include the specific steps used and key points of the lesson plan.

“Check for Understanding Again:” must also be fully written out. It was a good time to ask students if they had any further questions to clarify any confusion.

The “Guided Practice” was the application of information. In the lesson plan it was written out in bullets for ease of instruction but could also be written in paragraph form.

Time would not permit for “Quest Activities” during the lesson plans.

The “Review/Summary” was developed by creating a list of the lesson plans specific instructional objectives and making sure that all objectives were covered during the time of the lesson plan. If a key objective was missed it still needed to be covered before the assessment and the closure.

The “Assessment” was done by reviewing the lesson plans objectives in even more depth before the closing of the lesson plan. The assessment was done to make sure all objectives and purpose were met.

The “Closure” was a synthesis of the day. Material covered during the lesson was summarized with the main points. This was done by the teacher stating the main points specifically or by asking the students to repeat them as another measure to check for understanding depending on the day and lesson. A preview of information to be covered for the following day was also given.

The “Independent Practice” would be homework to be handed out after the lesson plan but there was none given for the Agricultural Communication lesson plans.

The “ELL/Special Needs” was addressed but there were not any English language learners or special needs students in the Agricultural Leadership class at this time so no further steps were taken.

Piloting the New Lesson Plans

The first step in piloting the new lesson plans was to decide which school to pilot them at. The school chosen had to have available time to fit the newly developed lesson plans into their schedule. The lesson plans would be most effective if the school had an existing agricultural program and agricultural leadership class since agricultural communication is included under the Agricultural Leadership curriculum.

Elk Grove High School, in Elk Grove, California was chosen because the school has a well-developed agriculture program, which began in 1929. The program has also offered an agricultural leadership class since 2008. The agriculture program, along with the teacher of the Agricultural Leadership class, Mr. Mike Albiani, was willing to pilot the newly developed Agricultural Communication lesson plans. Elk Grove High Schools FFA program had time to fit

the lesson plans into their schedule and were interested to see how students would react to or if they would be interested in agricultural communication.

How much time or how many days that was available for instruction was decided by discussing with the teacher, Mr. Albiani, of the Agriculture Leadership class. It was decided that the lesson plans would span over five days with a little less than an hour of instruction for each day. The agricultural leadership class at Elk Grove High School was scheduled for one hour a day from eleven am to twelve pm. The lesson plans were adjusted and modified as needed due to time restrictions and for unpredicted reasons or unscheduled events.

The lesson plans were then presented to the Agricultural Leadership teacher, Mr. Albiani, at Elk Grove High School to be approved. This was done to ensure that the lesson plans were in line with the teacher's goals and objectives of the overall class. It was also important to check that the lesson plans could correlate with Chapter's philosophy and standards.

Summary

This chapter gives all the information needed to prepare a lesson plan for agricultural communications, how to pilot the lesson plan in an Agricultural Leadership class, and how to create PowerPoint slides for a presentation for the lesson plans. The steps for preparing a lesson plan included following the lesson plan format of California Polytechnic State University, San Luis Obispo. Piloting the lesson plan required working with the teacher that would implement the lesson plan in the classroom. Preparing the slides for presentation required steps that were formed by consulting previous knowledge of presentation methods. Multiple steps were needed to create and effectively implement agricultural communication lesson plans in an Agricultural Leadership class.

Chapter 4

Results and Discussion

Due to the growing need for effective agricultural communicators and the rising number of universities offering majors in the area of Agricultural Communication and Agricultural Journalism, lesson plans were produced to express the key aspects of the industry and the need for agricultural communications. The lesson plans were developed to promote effective interactions with the high school students in the Agricultural Leadership class at Elk Grove High School. The lesson plans that follow are also contained in Appendix B at full size and ready to use.

Key components from the Agricultural Communications Career Development Event (CDE) were used during the preparation of the lesson plans. The lesson plans include information on the following:

- History of Agricultural Communication
- Writing a news story or press release
- Broadcasting
- Photography
- Graphic Design

The five lesson plans for agricultural communications follow this page.

Lesson Plan One

Agricultural Communication History and Industry Lesson Plan

Lesson Title: Agricultural Communication History and Industry

Identification

Course Title: Agricultural Leadership

Teaching Unit: Communication

Length (time): 55-60 minutes

CDE Standards Addressed: Agricultural Communication

Lesson number in this unit: 1

Best month: Variable

Specific Instructional Objective:

By the time the class ends today, the students will have learned the elements that make up the Agricultural Communication CDE the history and importance of agricultural communication, the students will be able to ask questions during instruction and will be asked to complete a quiz to measure their understanding and retention.

Equipment, Materials, Supplies, Books, Resources needed for this lesson:

- Computer
- PowerPoint Slides
- Projector
- Guidebook: Agricultural Communications in the Classroom
- History on Agricultural Communications
- Quiz

Academic Language:

- Agricultural Communications: The exchange of accurate information about the agricultural and natural resources industries.
- Publication: The act or process of publishing printed matter, an issue of printed material offered for sale or distribution, communication of information to the public.

Teaching Procedures:

Anticipatory Set:

Have you ever seen a news reporter on TV and wondered how they got there? Or a photographer and wondered where they learned the skills they have? Or somebody that works with the public? These people did not just wake up in the positions they are in today, they had to work hard to get where they are by getting a degree and take specific courses to promote them in their career path.

Lesson Plan One

Agricultural Communication History and Industry Lesson Plan

Stated Objectives:

- Learn the history of agricultural communications.
- Learn what an agricultural communicator does.
- Recognize the opportunities and careers for agricultural communicators.

Purpose:

To provide students with the relevant information of the history and importance of agricultural communications, which would help them prepare the students for the quiz in the Agricultural Communications CDE.

Input (presentation):

Subject Matter (Outlined)	Teaching Methods
1. Introduction to Agricultural Communication • Agriculture communicators role • Skills needed • The audience 2. Agricultural Communication History • Agricultural societies • Agricultural journals • Agricultural journalism course • Printing machinery/Technology advances in journalism during 19th century • Technological innovations • Importance of agricultural information to farmers/forms of delivery • Publications today 3. Importance/need of Agricultural Communication • Continues to grow 4. Careers in Agricultural Communications • Opportunities are endless • Possible careers include: Newspaper Reporter/Editor, advertising, marketing, videographer, educator, photojournalist, 4-H and youth extension agent, public relations, business communicator, research and extension agent, science editor, magazine writer/editor, television producer/director, agricultural information specialist, free-lance writer/editor, radio/television news reporter, director of communications, web designer, farm broadcaster.	Explanation/Lecture

Lesson Plan One

Agricultural Communication History and Industry Lesson Plan

Check for understanding:

The students will be given the opportunity to ask question throughout the lesson. The students may have questions on the topics discussed. After lecture has been completed and no more questions remain, pass out ten-question quiz to each student. The students will be quizzed on retention of information presented after the presentation; this will be done through independent practice as a formative assessment.

Guided Practice:

When students have finished their quiz, go over the correct answers with the students. Have each student correct and grade his or her own quiz.

Quest Activities:

Ask the students to keep an eye out for agricultural publications and news stories for ideas and to recognize all the work that goes into it.

Review/Summary:

At the end of the Agricultural Communications lesson plan the students should have learned the history of agricultural communications and the roles of agricultural communicators. Explain to students the importance of agriculture communications in their lives as future agriculturists and the importance to the nation. Remind them of the endless opportunities in agricultural communications.

Assessment:

The students' retention will be assessed through their performance on the agricultural communications quiz. The quiz will be collected at the end of class, graded, and handed back the following day of class.

Closure:

Summarize main points of lesson plan by having the students repeat the main points that were covered in the lesson. This is another way to measure retention.

Independent Practice:

Ask the students to begin looking more into agricultural publications and news stories.

Lesson Plan Two

News Writing Lesson Plan

Lesson Title: News Writing

Identification

Course Title: Agricultural Leadership

Teaching Unit: Communication

Length (time): 55-60 minutes

CDE Standards Addressed: Agricultural Communication

Lesson number in this unit: 2

Best month: Variable

Specific Instructional Objective(s):

By the time the class ends today, students will be able to understand the many concepts of agriculture print media, identify career opportunities, outline news writing basics, identify, label and use proofreader's marks, identify, label and use punctuation marks, become familiar with the Associated Press Stylebook and how it is formatted, and lastly the students should be able to write a news story.

Equipment, Materials, Supplies, Books, Recourses needed for this lesson

- Computer
- PowerPoint Slides
- Projector
- White board
- Guidebook: Agricultural Communications in the Classroom
- Associated Press Stylebook

Academic Language:

- Associated Press Stylebook: usually referred to as AP Stylebook, a style and usage guide used by newspapers and in the news industry in the United States.

Teaching Procedures:

Anticipatory set:

"If writing seems hard, it's because it is hard. It's one of the hardest things people do." – William Zinsser

There is no doubt that writing is hard work, but it also can be a rewarding form of creativity. The best way to become a better writer is to simply start writing.

Stated Objective(s):

To understand the basics in news reporting and writing.

To learn how to effectively interview and get the information needed.

To learn how to edit using the AP Stylebook.

Lesson 2-1

Lesson Plan Two

News Writing Lesson Plan

Purpose:

To provide students with the relevant information on news writing and the methods used.

Input (presentation):

Subject Matter (outlined)	Teaching Methods
1. Introduction to news writing basics • Each writer is unique • FORK method • Steps of writing: Story's focus, outline story, catch the highlights, quickly write, revise a first draft, read your story aloud. • Basic AP writing style: names and titles, numbers and abbreviations. 2. Grammar and usage • Common grammar and usage errors/tips 3. Interviewing • Generating appropriate questions • Present to source to gain information needed. • Steps in planning an interview • Conducting the interview • Question types 4. Taking Notes • Explain how to take notes • Why to take notes 5. Writing Quotes • Proper techniques • When quotes are most important or appropriate to use 6. Editing • Associated Press editing marks	Explanation/lecture

Check for Understanding:

After the lecture has been completed, the students will be asked if they any questions. Once no questions remain, the demonstration modeling will begin for editing techniques.

Lesson Plan Two

News Writing Lesson Plan

Demonstration-Modeling:

Steps	Key Points
1. Pass out worksheet with Associated Press editing marks	1. Write a few sentence on white board 2. Draw editing marks in where mistakes have been made in the sentences

Check for Understanding Again:

Pass out the Editing Quiz worksheet and have students complete the editing before class is over. Once the students have attempted the editing quiz on their own and the conclusion has been given, they will be asked if they have any remaining questions.

Guided Practice:

It may be beneficial to do the first editing quiz as a class through guided practice since editing with AP Stylebook will be a new concept for most students.

Quest Activities:

Ask students to write a news story on a pass FFA event or one coming up event for extra credit.

Review/Summary:

The main points of the lesson plan will be summarized. The main points included news reporting basics and why the Associated Press editing must be used and is a universal tool.

Assessment:

The students' retention can be assessed and measured by how well they were able to edit the assignment that was passed and to see if all the correct editing symbols were used.

Closure:

Summarize main points of lesson plan by having the students repeat the main points that were covered in the lesson. This is another way to measure retention.

Independent Practice:

If students need more time with the quiz and since it is open note. They will be allowed to take it home and complete it.

Lesson Plan Three

Broadcasting Lesson Plan

Lesson Title: Broadcasting

Identification

Course Title: Agricultural Leadership

Teaching Unit: Communications

CDE Standards Addressed: Agricultural Communications

Lesson number in this unit: 3

Length (time): 50-55 minutes

Best month: Variable

Specific Instructional Objective(s):

By the time the class ends today, the students will have learned about broadcasting, broadcasting structure, writing a broadcast story and how to present a broadcast story.

Equipment, Materials, Supplies, Books, Recourses needed for this lesson

- Computer
- PowerPoint Slides
- Projector
- Guidebook: Agricultural Communications in the Classroom
- Recorder

Academic Language:

- Broadcasting: the act of transmitting speech, music, visual images, etc. as by radio or television.

Teaching Procedures:

Anticipatory set:

Without broadcasting there would be no TV shows, news casts, radio casts, etc. Without broadcasting there would be less communication. What would you do without these things and how do you think it would change communication?

Stated Objective(s):

To know the history of broadcasting.
To be able to use the broadcasting story structure.
To record a broadcast.

Lesson Plan Three

Broadcasting Lesson Plan

Purpose:

To provide students with the basic knowledge and skills related to the radio broadcasting industry. Includes instruction and hands-on assignments in the following areas: Impact of historical figures in radio, pre-production, live production, vocal skills, equipment, and radio rules and regulations.

Input (Presentation):

Subject Matter (Outlined)	Teaching Methods
1. Introduction to Broadcasting • History • Writing and delivering a news story • Consider what is vital in a story • Audience has one chance to hear what is said 2. Broadcast Story Structure • Lead, body, and ending • Conversational tone • Active voice • Short sentences • Give attribution 3. Writing a Broadcasting Story • Keep stories simple • Avoid extreme detail • Repeat important information • Avoid long introductions to sentences • Omit needless words • Limit use of numbers 4. Presenting a Broadcast Story • Conversational tone	Explanation/Lecture
4. Presenting a broadcast story	4. In class practice

Check for Understanding:

The students will be given the opportunity to ask question throughout the lesson. The students may have questions on the topics discussed.

Lesson Plan Three

Broadcasting Lesson Plan

Demonstration-Modeling:

Steps	Key Points
1. Write a brief news story to be broadcast	1. Use simple words and brief sentences
2. Record the news story into recorder	2. Be sure to use a clear voice
3. Play message back to class	3. Have class listen carefully

Check for Understanding Again:

Play the recorded message from the Demonstration Modeling back to class. Make sure they listen carefully to see if all requirements were met. If not, ask them to state specifically what could have been done better, or what was missing from the broadcast.

Guided Practice:

The students will write a brief message to be broadcasted and recorder.

Quest Activities:

Listen to radio stations, commercials, etc. Focus on how short but precise the messages are.

Review/Summary:

Explain to students the importance of agriculture in their lives as future agriculturists and the importance to the nation. Remind them of the endless opportunities in agricultural communications.

Assessment:

The students' retention can be assessed and measured by their broadcast story's effectiveness and to see if all the tips were followed during the actual broadcasting.

Closure:

Summarize main points of lesson plan by having the students repeat the main points that were covered in the lesson. This is another way to measure retention.

Lesson Plan Four

Photography Lesson Plan

Lesson Title: Photography

Identification

Course Title: Agricultural Leadership

Teaching Unit: Communication

CDE Standards Addressed: Agricultural Communications

Lesson number in this unit: 4

Length (time): 55-60 minutes

Best month: Variable

Specific Instructional Objective(s):

By the time the class ends today, the students will have learned about photography, the rules of composition, and how to edit photos. The students should also be able to follow good photography skills on their own.

Equipment, Materials, Supplies, Books, Recourses needed for this lesson

- Computer
- PowerPoint Slides
- Projector
- Guidebook: Agricultural Communications in the Classroom
- Camera: Digital SLR's recommended but any type, even phone cameras are fine.

Academic Language:

- Photography: the process or art of producing images of objects on sensitized surfaces by chemical action of light or of other forms of radiant energy.
- SLR camera: single-lens reflex, a camera in which the light passes through the same lens to both the ground glass and the film.

Teaching Procedures:

Anticipatory set:

"You don't take a photograph, you make it." - Ansel Adams (Creator of camera)

Full awareness of what makes a good photo is essential in the art of photography. Today we will go over the basic concepts of photography and also have a photo contest.

Lesson Plan Four

Photography Lesson Plan

Stated Objective(s):

Students will develop an awareness of career opportunities in digital photography and an overview of the history of photography.
To expose students to basic photography skills
Learn the rules of composition
Learn how to edit photos

Purpose:

To provide student's with relevant information about digital photography, the history, and the need.

Input (Presentation):

Subject Matter (Outlined)	Teaching Methods
1. Introduction to photography • Origin • Purpose 2. Rules of Composition • Rule of thirds • Lines • Balance • Framing • Simplicity 3. Editing Photos • Photographic composition • Involves a pleasing selection • Arrangement of subjects within the picture.	Explanation/Lecture

Check for Understanding:

After the lecture has been completed, the students will be asked if they have any questions. Once no questions remain, the demonstration modeling will begin on how to take photos.

Lesson Plan Four

Photography Lesson Plan

Demonstration-Modeling:

Steps	Key Points
1. Show students camera	1. Explain what kind it is (for this purpose, it is okay if it is just a cell phone camera).
2. Take photos with and without flash	2. Sometimes the flash can be pesky
3. Show pictures	3. Emphasize the difference between pictures that used flash and did not.

Check for Understanding Again:

Ask students if they have any questions.

Guided Practice:

Start taking pictures in class for independent practice.

Quest Activities:

Have students look for agricultural photos in non-agriculture publications.

Review/Summary:

At the end of the photography lesson plan the students should have learned the origin of photography and the rules that coincide with photography. Explain to students the importance of photography in the day to day and how it helps convey a message without words. Remind them to continue their practice with photography and to understand that there is room for professional development.

Assessment:

Photo contest between the time the Demonstration Modeling has ended and the start of class the following day. Students can start practicing photography skills right away. Have students take photos of something agricultural related using the photo concepts and have them bring the photos to the next day of class. The photos can either be submitted in digital format or in print. Go over the photos that the students have taken and declare a winner to the class. They can win candy, etc.

Closure:

Summarize main points of lesson plan by having the students repeat the main points that were covered in the lesson. This is another way to measure retention.

Lesson Plan Five

Graphic Design Lesson Plan

Lesson Title: Graphic Design

Identification

Course Title: Agricultural Leadership

Teaching Unit: Communications

CDE Standards Addressed: Agricultural Communications

Lesson number in this unit: 5

Length (time): 50-55 minutes

Best month: Variable

Specific Instructional Objective(s):

By the time the class ends today, the students will have learned the elements of design and about graphic design. The students will be able to ask questions during instruction and will be asked to participate in discussion about different graphic designs.

Equipment, Materials, Supplies, Books, Recourses needed for this lesson

- Computer
- PowerPoint Slides
- Projector
- Guidebook: Agricultural Communications in the Classroom

Academic Language:

- Graphic Design: the art or profession of visual communication that combines images, words, and ideas to convey information to an audience, especially to produce a specific effect.

Teaching Procedures:

Anticipatory set:

How many of you read magazines? Have you ever wondered how they are produced? These works don't just happen over night and take a good eye for design and creativity to make.

Stated Objective(s):

By the time the class ends today, the students will have learned about graphic design, the principles of design, how to write photo captions in design work and be able to identify examples of graphic designs that have been done well and ones that could use some work or editing, and to be able to identify why.

Lesson Plan Five

Graphic Design Lesson Plan

Purpose:

To provide students with the relevant information on graphic design and the procedures involved. This will prepare the students for the graphic design portion in the Agricultural Communications CDE and will also help the agricultural program to have students that can produce graphic designs.

Input (presentation):

Subject Matter (outlined)	Teaching Methods
1. Introduction to graphic design • Graphic designers • Magazine spreads, brochures, posters, newsletter, displays, etc. • Information should be in an easy, readable fashion while looking pleasing and attractive • The best way to learn design is to study layouts used in magazines, newspapers, displays, brochures, posters, etc. 2. Principles of Design • Audience • What needs to be heard • Balance • Proportion • Contrast • Unity • Repetition • White space • Effects should support, not mask, the message of design 3. Writing Photo Captions • Associated Press Stylebook style • Formula: First Sentence and Second Sentence	Explanation/Lecture

Lesson Plan Five

Graphic Design Lesson Plan

Check for Understanding:

Ask the students if they have any questions.

Demonstration-Modeling:

Steps	Key Points
1. Present examples of graphic designs to class	1. Show good and bad examples. See if the students can point out the difference first.

Check for Understanding Again:

While presenting examples of graphic designs to class, make sure everyone is participating. Have them say why the design is good or bad and give specific examples of how it could be improved.

Review/Summary:

Explain to students that graphic design is a creative process and takes an eye for design along with practice.

Closure:

Summarize main points of lesson plan by having the students repeat the main points that were covered in the lesson. This is another way to measure retention.

Summary

This chapter provides five lesson plans necessary for agricultural communications. The lesson plans are based off information needed for students to be successful in the Agricultural Communications CDE. As agricultural issues become prevalent targets in the media, the need for agricultural communicators is important. The lesson plans also help to develop basic communication skills while enhancing communication skills to be successful as agricultural communicators.

Chapter 5

Summary, Conclusions, and Recommendations

Summary

The project has presented background information on agricultural communications and its start and role in society and the agricultural industry as a whole. This information helped in the creation of agricultural communication lesson plans for the Agricultural Leadership class at Elk Grove High School. The lesson plans coincide with information necessary for students to gain knowledge of the agricultural communications industry and with the Agricultural Communications Career Development Event (CDE). The lesson plans should be shared with other agricultural programs and agricultural leadership classes.

Conclusion

Agricultural communication lesson plans have been produced as a result of this project and are ready for implementation in the Agricultural Leadership class at Elk Grove High School. Following the template, provided by Cal Poly's Agricultural Education and Communication department, to create the lesson plans, made it easy so that any teacher that would like to, can pick up the lesson plans and be able to use them in their classroom right away. If teachers chose to use the lesson plans, notes should be made on each individual lesson plan as a reflection, post presentation. The notes should be of areas that the teachers noticed that could be strengthened or modified if need be to fit their classroom style better.

Recommendations

It is recommended that the agricultural communication lesson plans be adopted and used in other high school Agricultural Leadership classes in California. All agricultural programs at the high school level should offer the chance for students to learn about agricultural communications. With the proper tools and resources agricultural programs can offer effective information to students to educate students on agricultural communication, a rising industry in itself, and the importance the career plays in their lives as agriculturist and even as consumers of food. The lesson plans can guide teachers to teach agricultural communications in their classrooms. The class time will help students to learn about agricultural communications and careers in the field. When the time comes and the Agricultural Communications CDE is made available to California FFA, the students will be prepared. Although the lesson plans included in this project were made for a specific agricultural program and agricultural leadership class, other teachers and programs may use them. It is strongly encouraged that students have the opportunity to learn about agricultural communications.

Works Cited

- 2012 Agricultural Communications CDE Practicum Specifications. (2012). National FFA Organization. Retrieved May 20, 2012, from https://www.ffa.org/documents/cde_practicum.pdf
- Akers, Cindy. Vaughn, Paul R., Lockaby, Jacqui D. (November 1, 2001). *High School Agricultural Communications Competencies: A national Delphi Study*. Retrieved from Journal of Southern Agricultural Education Research. On May 17, 2012, from <http://pubs.aged.tamu.edu/jsaer/pdf/Vol51/51-00-124.pdf>
- California Polytechnic State University, San Luis Obispo. (n.d.) Credential Program in Agriculture. *Lesson Plan Format*. Retrieved May 9, 2012, from <http://www.aged.calpoly.edu/content/credprogram>
- California State Board of Education. *California Career Technical Education Model Curriculum Standards: Grades Seven Through Twelve*. (May, 2005). Retrieved from California Agricultural Education Curriculum Resources. On January 13, 2013, from <http://www.cde.ca.gov/ci/ct/sf/documents/ctestandards.pdf#page=11>
- Campbell, Dan. (July 1, 2010). *Communications: the critical link. Rural Cooperatives*. Retrieved May 11, 2012, from <http://web.ebscohost.com/ehost/pdfviewer/pdfviewer?sid=5136608d-3148-4ced-9060-65a886b093e3%40sessionmgr4&vid=2&hid=126>
- Center for Agricultural Technology Transfer. (n.d.). *History of Agricultural Communications*. Texas Tech University. Retrieved May 17, 2012, from <http://www.depts.ttu.edu/aged/catt/files/History%20of%20Agricultural%20Communications.pdf>
- Committee on Agricultural Education in Secondary Schools. Board on Agriculture National Research Council. (1988). *Understanding Agriculture New Directions for Education*. Retrieved May 26, 2012 from The National Academies Press: http://www.nap.edu/openbook.php?record_id=766&page=R1
- Food and Agriculture Organization of the United Nations. (2009) *2050: A third more mouths to feed*. Retrieved May 11, 2012, from <http://www.fao.org/news/story/en/item/35571/icode/>
- Hanke, Stacey. May 1, 2009. *Communication Styles: What is Your Impact on Others?* Retrieved May 17, 2012, from Professional Safety: <http://web.ebscohost.com.ezproxy.lib.calpoly.edu/ehost/pdfviewer/pdfviewer?sid=e1a0a68d-629c-47c5-a9e1-d8655ccfd7da%40sessionmgr104&vid=4&hid=107>

- Hartenstein, Shannon. 2002. *Guidebook: Agricultural Communications in the Classroom. Preparing for a Future in the Agricultural Industry*. Retrieved May 17, 2012, from https://www.ffa.org/documents/cde_agcomm_resources.pdf
- Jacobs, Heidi Hayes. (October, 1991). *Planning for Curriculum Integration*. Educational Leadership. Retrieved May 17, 2012, from <http://web.ebscohost.com.ezproxy.lib.calpoly.edu/ehost/detail?vid=7&hid=105&sid=5c47ce9c-0021-40b7-881c-ae9376d43bce%40sessionmgr110&bdata=JnNpdGU9ZWZWhvc3QtbGl2ZQ%3d%3d#db=agr&AN=IND91046238>
- McReynolds, G. (1985). Mr. Jay and farmland. *The Agricultural Education Magazine*. 58(4), 17-18. Retrieved on May 26, 2012.
- Meador, Derrick. Lesson Plan. Industry Teaching. (n.d.) Retrieved March 19, 2013 from <http://teaching.about.com/od/gloss/g/Lesson-Plan.htm>
- Merriam-Webster. (n.d.). An Encyclopedia Britannica Company. Retrieved on May 26, 2012 from <http://mw1.merriam-webster.com/dictionary/curriculum>
- National FFA Organization. (n.d.). FFA History. Retrieved May 17, 2012, from <https://www.ffa.org/About/WhoWeAre/Pages/History.aspx>
- National FFA Organization. (November 2011). FFA Statistics. Retrieved May 17, 2012, from <https://www.ffa.org/About/WhoWeAre/Pages/Statistics.aspx>
- National FFA Organization. (2011). Team Orientation Packet Agricultural Communications Career Development Event. Retrieved May 20, 2012, from https://www.ffa.org/documents/cde_conv_top_ac.pdf
- Ohio State University. (n.d.) *Agricultural Communication Overview*. Retrieved May 20, 2012, from <http://hcrd.ag.ohio-state.edu/agcomm/index.html>
- Ramakanta Sarma, C. (n.d) *Essay on the importance of good communication skills for employability*. Retrieved May 17, 2012, <http://www.publishyourarticles.org/knowledge-hub/articles/communication-skills.html>
- Teaching Guides. (2013). *Teaching Guide: Writing Lesson Plans*. Colorado State University. Retrieved January 15, 2013, from http://writing.colostate.edu/guides/teaching/lesson_plans/
- Texas Farm Bureau. (2011). Misconceptions of Agriculture. Retrieved May 17, 2012, from Be Ag Smart: <http://www.beagsmart.org/a-look-at-texas-ag/value>
- Top 10 College Majors*. (n.d.). The Princeton Review. Retrieved May 16, 2012, from <http://www.princetonreview.com/college/top-ten-majors.aspx>

Tucker, Mark. Whaley, Sherrie, R. Cano, Jamie. (November 1, 2003). *Agricultural Education and Agricultural Communications: Striking a Proper Balance in the Academy*. Retrieved May 16, 2012 from Journal of Agricultural Education
<http://pubs.aged.tamu.edu/jae/pdf/vol44/44-01-22.pdf>

United States Environmental Protection Agency. (September 2009). Ag 101 Demographics. Retrieved May 17, 2012, from <http://www.epa.gov/oecaagct/ag101/demographics.html>

Youth Development Program: Future Farmers of America (FFA). (n.d.). UC Davis. Retrieved May 18, 2012 from <http://cemerced.ucdavis.edu/files/40509.pdf>

Appendix A – Agricultural Communications Career Development Event Guidelines

National FFA Agricultural Communications Career Development Event

A Special Project of the National FFA Foundation

Important Note

Please thoroughly read the Introduction Section at the beginning of this handbook for complete rules and procedures that are relevant to all National FFA Career Development Events.

I. Purpose

The purpose of the agricultural communications career development event is to provide individuals with practical communications skills necessary to pursue career opportunities in agricultural communications. Public communications about agricultural products, practices and policies are essential to the future of agriculture. Students who are equipped with strong communication skills, have developed teamwork skills and who can use a variety of media to help the public understand issues related to the industry of agriculture have a bright future in the job market.

II. Agriculture, Food and Natural Resources (AFNR) Career Cluster Content Standards

With the recommendation of the National FFA Board of Directors, all national FFA programs have incorporated these standards to guide the direction and content of program materials and activities. Refer to Appendix A in this chapter of the handbook for a complete list of the measurable activities that participants will carry out in this event. For details about the incorporation of AFNR standards, refer to the Introduction chapter of the CDE handbook.

III. Event Rules

1. Teams will consist of three members.
2. It is highly recommended that participants wear FFA Official Dress for this event.
3. Team members will work together to prepare a written media plan prior to national FFA convention. The team will also be responsible for presenting the plan at the national event and completing individual practicums and tests.
4. During the practicum portion of the event, one team member will be responsible for completing a written communication activity, one team member will be responsible for completing an electronic media activity and one team member will be responsible for completing a visual design activity.
5. Any participant in possession of an electronic device in the event area is subject to disqualification.

IV. Event Format

Each November following the national FFA convention, the agricultural communications CDE committee will release event specifications for the next year. The specifications will outline the scenario to be used for the media plan and presentation as well as the specific practicum activities and software.

A. Equipment

1. Needed: Students must provide pens and pencils.

2. Provided: Specialized equipment listed below
 - a. For team presentation: Easel, projector screen and table.
Note: Teams may bring additional equipment for the media plan presentation as long as they are able to set up and tear down equipment in the time allowed for the presentation.
 - b. For practicums: PC computer, printer, blank paper, recorder, digital photographs, dummy text, logos and any other necessary materials.

B. Team Activities

1. Agriculture-related Media Plan (200 points/team)

- a. Teams will play the role of communications consultants and will develop a media plan for an assigned scenario. The scenario will identify a client with a communications need and a budget. Please reference the current event specifications on the CDE webpage. At the national event, the team will make an oral presentation of the media plan.
- b. A media plan is a written document that describes the following:
 - i. Objectives: What the group wants to accomplish with the media plan.
 - ii. Target Audience: Description of who the client is trying to reach, including demographic data.
 - iii. Strategic plan and tactics: Ways in which the objectives can be accomplished.
 - iv. Timeline: When the objectives will be accomplished.
 - v. Evaluation: How the results will be measured.
 - vi. Budget: How much the plan will cost.
- c. Guidelines for media plan
 - i. The media plan should be:
 - A maximum of 15 typed pages not including cover page, table of contents, references or appendices.
 - Double-spaced with 1" margins.
 - Paginated (numbered pages not including cover page).
 - 12-point Times New Roman font (not including display text or headings).
 - Submitted electronically in PDF format to National FFA Organization.
 - Formatted and edited according to the Publication Manual of the American Psychological Association (APA) when citing sources.
 - ii. The media plan must include the following sections (points will be deducted for missing or incomplete sections):
 - **Cover page**
 - o Must include the title of the media plan, CDE name, state, chapter name, team member names and year.
 - o May include a creative design.
 - **Table of Contents**
 - **Executive Summary- 1 page maximum**
 - o Brief description of the contents of the media plan. The executive summary previews the main points of the complete plan. It allows the reader to get the main points without reading the whole document.
Helpful tip: complete this after the plan has been written.
 - **Introduction and Overview- 2 pages maximum**
 - o *Introduction*- a brief background of the issue/topic and a statement of the problem establishing the need for this media plan.
 - o *Overview*- a brief preview of what is contained in the plan and how it will benefit the client.

- **Audience- 2 pages maximum**
 - o Who the client is trying to reach with the media plan.
 - o The demographic characteristics of the intended audience.
 - **Strategic Plan- 6 pages maximum**
 - o The heart of the plan, including the objectives.
 - o Key messages or themes to communicate to the audience.
 - o Explanation of how the objectives will be met, including justification of chosen media tactics.
 - A minimum of three examples must be included in the appendices.
 - Examples of tactics include but are not limited to social media, broadcast advertising, print advertising, press releases, fliers, brochures, web site, blogging and displays.
 - o Description of how the plan will be executed.
 - **Timeline- 1 page maximum**
 - o Explanation of the duration of the plan and the timing of the media tactics.
 - **Evaluation- 1 pages maximum**
 - o Description of proposed methods to determine if the objectives were met.
 - **Budget - 1 page maximum**
 - o Table of all costs associated with implementing the media plan.
 - o Narratives typically will not be included with the budget table.
 - **Conclusion- 1 page maximum**
 - o A final summary of key points related to the strategic plan and a statement persuading the client that the plan is a good solution to the communication problem.
 - o Not a restatement of the introduction and overview.
 - **References**
 - o Formatted and edited according to the Publication Manual of the American Psychological Association (APA).
 - **Appendices/Examples**
- iii. **An electronic copy of the media plan in PDF format must be submitted by September 15.** A penalty of 10% will be assessed for documents received after the deadline. If the document is not received seven days after the deadline, the team may be subject to disqualification. States qualifying after the September 15 deadline will have ten days from state qualifying event date to submit their media plan.
2. **Media Plan Presentation (125 points/team)**
- a. The team should present the media plan as if pitching it to the client identified in the scenario.
 - b. The presentation should follow the structure of the written media plan.
 - c. Teams are encouraged to bring examples of materials that would be used in the execution of the plan (e.g. social media, broadcast advertising, print advertising, press releases, fliers, brochures, web site, blogging and displays).
 - d. Each team member must participate in the presentation.
 - e. Each team will be allowed 15 minutes to present its media plan to a panel of judges, who will play the role of the client. Five points will be deducted for each major fraction of a minute over the 15 minutes allowed for the presentation. Following the presentation, judges will be allowed five minutes to ask questions.
 - f. Teams will have a total of 10 minutes for setting-up and tearing-down equipment (e.g. 5 minutes to set up and 5 minutes to tear down).
 - g. Provided equipment includes an easel, projector screen and table.

Note: Teams may bring additional equipment for the presentation as long as they are able to set up and tear down equipment in the time allowed.

- h. In the case of equipment failure, the team may be asked to move forward with the presentation. A back-up plan is recommended.
- i. The team presentation will be conducted in two rounds— preliminary (3-5 flights) and finals (1 flight). The top team from each preliminary flight will advance to the final round.
- j. Preliminary presentation flights will be seeded by media plan scores. Flights are announced during the team orientation meeting at the start of the event.

C. Individual Activities

1. Tests

- a. Editing exercise- 25 points/individual; 75 points/team
Because editing is a critical skill for all communicators, each team member will complete an editing exercise. They will be given a printed document that contains 25 mistakes. In correcting the mistakes, team members will be required to use correct proofreading marks (see Associated Press Stylebook). Style, grammar, punctuation and spelling mistakes will be included. Team members will NOT be able to use the style manual or a dictionary during this exercise.
- b. Communications quiz- 25 points/individual; 75 points/team
Each team member will complete a quiz that covers the content of the current Associated Press Stylebook. Questions may come from any section excluding sports guidelines. Team members will NOT be able to use the style manual or a dictionary during this exercise.

2. Practicums- 100 points/individual; 300 points/team

The practicums will consist of three individual events. Each team must assign a member to one of the following areas **PRIOR** to arriving at the national event:

- 1. Design
- 2. Electronic Media
- 3. Writing

All teams will meet in a central location for an orientation and press conference. Teams will be seated by practicum group. All team members will be given an orientation at the beginning of the practicums to last no more than 10 minutes.

The press conference will be held following the orientation meeting. Each team member will receive a press packet with background information on the agricultural topic and expert to use during the event. An expert will speak on a current agricultural topic for 20 minutes. Students will be provided with paper to take notes if they wish. After the 20-minute presentation, the non-writers will be dismissed to a different area to complete their assigned practicums.

The writers will then be involved in a 10-minute question and answer period with the expert (speaker). Each writer will stand to be recognized before asking a question. Writers may ask more than one question; however, the expert will attempt to address questions from as many different participants as possible. No electronic devices of any kind, including tape recorders and cell phones, will be allowed during this portion of the event. Upon completion of the 10-minute question and answer session, remaining participants will be dismissed to complete their assigned practicums.

a. ***Designer***

Each designer will use the press packet and information that was gathered in the press conference to develop a graphic design layout. The specific type of layout and details will be announced each November for the next convention on the CDE webpage. The objective is effective communication or information sharing through visual tools. Each participant will have 60 minutes to complete the practicum.

The activity may be chosen from the following:

- Magazine page layout
- Web page layout
- Electronic publication layout
- Flier/poster

b. ***Electronic Media Specialist***

Each electronic media specialist will use the press packet and information that was gathered in the press conference to develop an electronic media message. The specific medium and details will be announced each November for the next convention on the CDE webpage. Participants will have 60 minutes to complete the practicum.

The activity may be chosen from the following:

- Digital news broadcast
- Blog
- Social media
- Video

c. ***Writers***

Writers are to write a journalistic piece based on the press packet and information that was gathered in the press conference. The specific activity and details will be announced each November for the next convention on the CDE webpage. It should be written for an appropriate audience, have a strong focus and lead (opening paragraph) and include a headline. The story will then be word processed by the student on a computer and turned in to be scored. Participants will have 60 minutes to complete the practicum.

The activity may be chosen from the following:

- Press release
- News story
- Feature story

IV. Scoring

Participants will be ranked in numerical order on the basis of the final score to be determined by each judge without consultation. The judge's ranking of each participant then shall be added, and the winner will be that participant whose total ranking is the lowest. Other placings will be determined in the same manner (low point method of selection). Weighted rank scoring will be implemented to maintain point value emphasis between individual and team events. The criteria and points can be found on the scorecards in Appendix B.

Event	Points
Media Plan Proposal	200
Media Plan Presentation	125
<u>Tests- 150 points possible</u>	
Communications Quiz	75 (25 pts/member)
Editing Exercise	75 (25 pts/member)
<u>Practicums- 300 points possible</u>	
Writer Practicum	100
Electronic Media Practicum	100
Design Practicum	100
Total individual score possible	150
Total team score possible	775

V. Tiebreakers

- A. Team tiebreakers will be settled in the following order:
 1. Combined individual practicum rank score
 2. Proposal rank
 3. Presentation rank
- B. Individuals tiebreakers will be settled in the following order:
 1. Practicum score
 2. Communications quiz score
 3. Editing exercise score

VI. Awards

Awards will be presented to individuals and/or teams based upon their rankings at the awards ceremony. Awards are sponsored by a cooperating industry sponsor(s) as a special project, and/or by the general fund of the National FFA Foundation. Specialty awards will be given to the high individual in each practicum area.

VII. References

This list of references is not intended to be all-inclusive. Other sources may be utilized, and teachers are encouraged to make use of the very best instructional materials available. The following list contains references that may prove helpful during event preparation.

National FFA Core Catalog—Past CDE Material (<http://shop.ffa.org/cde-qas-c1413.aspx>)

Associated Press Stylebook and Libel Manual

Microsoft ® Office computer program

Adobe ® Creative Suite (most current edition)

Bivins, T. *Public Relations Writings: The Essentials of Style and Format*, 4th edition. McGraw-Hill Higher Education, ISBN 0-844-20351-3

Harrower, T. *Newspaper Designer's Handbook*, 5th edition. McGraw-Hill Higher Education. ISBN 0-07-249291-0

Kalbfeld, B. *Associated Press Broadcast News Handbook*. McGraw-Hill Higher Education, ISBN 0-07-136388-2

Telg, R. and T. Irani. *Agricultural Communication in Action: A Hands-On Approach*, 1st edition. Cengage/Delmar Publishing, ISBN 1111317143 (Available in October 2011)

Agricultural Communications CDE Presentation Rubric - 125 points

Appendix B – Agricultural Communication Lesson Plans

Agricultural Communication History and Industry Lesson Plan

Lesson Title: Agricultural Communication History and Industry

Identification

Course Title: Agricultural Leadership
Teaching Unit: Communication
Length (time): 55-60 minutes
CDE Standards Addressed: Agricultural Communication
Lesson number in this unit: 1
Best month: Variable

Specific Instructional Objective:

By the time the class ends today, the students will have learned the elements that make up the Agricultural Communication CDE the history and importance of agricultural communication, the students will be able to ask questions during instruction and will be asked to complete a quiz to measure their understanding and retention.

Equipment, Materials, Supplies, Books, Resources needed for this lesson:

- Computer
- PowerPoint Slides
- Projector
- Guidebook: Agricultural Communications in the Classroom
- History on Agricultural Communications
- Quiz

Academic Language:

- Agricultural Communications: The exchange of accurate information about the agricultural and natural resources industries.
- Publication: The act or process of publishing printed matter, an issue of printed material offered for sale or distribution, communication of information to the public.

Teaching Procedures:

Anticipatory Set:

Have you ever seen a news reporter on TV and wondered how they got there? Or a photographer and wondered where they learned the skills they have? Or somebody that works with the public? These people did not just wake up in the positions they are in today, they had to work hard to get where they are by getting a degree and take specific courses to promote them in their career path.

Agricultural Communication History and Industry Lesson Plan

Stated Objectives:

- Learn the history of agricultural communications.
- Learn what an agricultural communicator does.
- Recognize the opportunities and careers for agricultural communicators.

Purpose:

To provide students with the relevant information of the history and importance of agricultural communications, which would help them prepare the students for the quiz in the Agricultural Communications CDE.

Input (presentation):

Subject Matter (Outlined)	Teaching Methods
1. Introduction to Agricultural Communication • Agriculture communicators role • Skills needed • The audience 2. Agricultural Communication History • Agricultural societies • Agricultural journals • Agricultural journalism course • Printing machinery/Technology advances in journalism during 19th century • Technological innovations • Importance of agricultural information to farmers/forms of delivery • Publications today 3. Importance/need of Agricultural Communication • Continues to grow 4. Careers in Agricultural Communications • Opportunities are endless • Possible careers include: Newspaper Reporter/Editor, advertising, marketing, videographer, educator, photojournalist, 4-H and youth extension agent, public relations, business communicator, research and extension agent, science editor, magazine writer/editor, television producer/director, agricultural information specialist, free-lance writer/editor, radio/television news reporter, director of communications, web designer, farm broadcaster.	Explanation/Lecture

Agricultural Communication History and Industry Lesson Plan

Check for understanding:

The students will be given the opportunity to ask question throughout the lesson. The students may have questions on the topics discussed. After lecture has been completed and no more questions remain, pass out ten-question quiz to each student. The students will be quizzed on retention of information presented after the presentation; this will be done through independent practice as a formative assessment.

Guided Practice:

When students have finished their quiz, go over the correct answers with the students. Have each student correct and grade his or her own quiz.

Quest Activities:

Ask the students to keep an eye out for agricultural publications and news stories for ideas and to recognize all the work that goes into it.

Review/Summary:

At the end of the Agricultural Communications lesson plan the students should have learned the history of agricultural communications and the roles of agricultural communicators. Explain to students the importance of agriculture communications in their lives as future agriculturists and the importance to the nation. Remind them of the endless opportunities in agricultural communications.

Assessment:

The students' retention will be assessed through their performance on the agricultural communications quiz. The quiz will be collected at the end of class, graded, and handed back the following day of class.

Closure:

Summarize main points of lesson plan by having the students repeat the main points that were covered in the lesson. This is another way to measure retention.

Independent Practice:

Ask the students to begin looking more into agricultural publications and news stories.

News Writing Lesson Plan

Lesson Title: News Writing

Identification

Course Title: Agricultural Leadership

Teaching Unit: Communication

Length (time): 55-60 minutes

CDE Standards Addressed: Agricultural Communication

Lesson number in this unit: 2

Best month: Variable

Specific Instructional Objective(s):

By the time the class ends today, students will be able to understand the many concepts of agriculture print media, identify career opportunities, outline news writing basics, identify, label and use proofreader's marks, identify, label and use punctuation marks, become familiar with the Associated Press Stylebook and how it is formatted, and lastly the students should be able to write a news story.

Equipment, Materials, Supplies, Books, Recourses needed for this lesson

- Computer
- PowerPoint Slides
- Projector
- White board
- Guidebook: Agricultural Communications in the Classroom
- Associated Press Stylebook

Academic Language:

- Associated Press Stylebook: usually referred to as AP Stylebook, a style and usage guide used by newspapers and in the news industry in the United States.

Teaching Procedures:

Anticipatory set:

"If writing seems hard, it's because it is hard. It's one of the hardest things people do." – William Zinsser

There is no doubt that writing is hard work, but it also can be a rewarding form of creativity. The best way to become a better writer is to simply start writing.

Stated Objective(s):

To understand the basics in news reporting and writing.

To learn how to effectively interview and get the information needed.

To learn how to edit using the AP Stylebook.

News Writing Lesson Plan

Purpose:

To provide students with the relevant information on news writing and the methods used.

Input (presentation):

Subject Matter (outlined)	Teaching Methods
1. Introduction to news writing basics • Each writer is unique • FORK method • Steps of writing: Story's focus, outline story, catch the highlights, quickly write, revise a first draft, read your story aloud. • Basic AP writing style: names and titles, numbers and abbreviations. 2. Grammar and usage • Common grammar and usage errors/tips 3. Interviewing • Generating appropriate questions • Present to source to gain information needed. • Steps in planning an interview • Conducting the interview • Question types 4. Taking Notes • Explain how to take notes • Why to take notes 5. Writing Quotes • Proper techniques • When quotes are most important or appropriate to use 6. Editing • Associated Press editing marks	Explanation/lecture

Check for Understanding:

After the lecture has been completed, the students will be asked if they any questions. Once no questions remain, the demonstration modeling will begin for editing techniques.

News Writing Lesson Plan

Demonstration-Modeling:

Steps	Key Points
1. Pass out worksheet with Associated Press editing marks	1. Write a few sentence on white board 2. Draw editing marks in where mistakes have been made in the sentences

Check for Understanding Again:

Pass out the Editing Quiz worksheet and have students complete the editing before class is over. Once the students have attempted the editing quiz on their own and the conclusion has been given, they will be asked if they have any remaining questions.

Guided Practice:

It may be beneficial to do the first editing quiz as a class through guided practice since editing with AP Stylebook will be a new concept for most students.

Quest Activities:

Ask students to write a news story on a pass FFA event or one coming up event for extra credit.

Review/Summary:

The main points of the lesson plan will be summarized. The main points included news reporting basics and why the Associated Press editing must be used and is a universal tool.

Assessment:

The students' retention can be assessed and measured by how well they were able to edit the assignment that was passed and to see if all the correct editing symbols were used.

Closure:

Summarize main points of lesson plan by having the students repeat the main points that were covered in the lesson. This is another way to measure retention.

Independent Practice:

If students need more time with the quiz and since it is open note. They will be allowed to take it home and complete it.

Broadcasting Lesson Plan

Lesson Title: Broadcasting

Identification

Course Title: Agricultural Leadership

Teaching Unit: Communications

CDE Standards Addressed: Agricultural Communications

Lesson number in this unit: 3

Length (time): 50-55 minutes

Best month: Variable

Specific Instructional Objective(s):

By the time the class ends today, the students will have learned about broadcasting, broadcasting structure, writing a broadcast story and how to present a broadcast story.

Equipment, Materials, Supplies, Books, Recourses needed for this lesson

- Computer
- PowerPoint Slides
- Projector
- Guidebook: Agricultural Communications in the Classroom
- Recorder

Academic Language:

- Broadcasting: the act of transmitting speech, music, visual images, etc. as by radio or television.

Teaching Procedures:

Anticipatory set:

Without broadcasting there would be no TV shows, news casts, radio casts, etc. Without broadcasting there would be less communication. What would you do without these things and how do you think it would change communication?

Stated Objective(s):

To know the history of broadcasting.
To be able to use the broadcasting story structure.
To record a broadcast.

Broadcasting Lesson Plan

Purpose:

To provide students with the basic knowledge and skills related to the radio broadcasting industry. Includes instruction and hands-on assignments in the following areas: Impact of historical figures in radio, pre-production, live production, vocal skills, equipment, and radio rules and regulations.

Input (Presentation):

Subject Matter (Outlined)	Teaching Methods
1. Introduction to Broadcasting • History • Writing and delivering a news story • Consider what is vital in a story • Audience has one chance to hear what is said 2. Broadcast Story Structure • Lead, body, and ending • Conversational tone • Active voice • Short sentences • Give attribution 3. Writing a Broadcasting Story • Keep stories simple • Avoid extreme detail • Repeat important information • Avoid long introductions to sentences • Omit needless words • Limit use of numbers 4. Presenting a Broadcast Story • Conversational tone	Explanation/Lecture
4. Presenting a broadcast story	4. In class practice

Check for Understanding:

The students will be given the opportunity to ask question throughout the lesson. The students may have questions on the topics discussed.

Broadcasting Lesson Plan

Demonstration-Modeling:

Steps	Key Points
1. Write a brief news story to be broadcast	1. Use simple words and brief sentences
2. Record the news story into recorder	2. Be sure to use a clear voice
3. Play message back to class	3. Have class listen carefully

Check for Understanding Again:

Play the recorded message from the Demonstration Modeling back to class. Make sure they listen carefully to see if all requirements were met. If not, ask them to state specifically what could have been done better, or what was missing from the broadcast.

Guided Practice:

The students will write a brief message to be broadcasted and recorder.

Quest Activities:

Listen to radio stations, commercials, etc. Focus on how short but precise the messages are.

Review/Summary:

Explain to students the importance of agriculture in their lives as future agriculturists and the importance to the nation. Remind them of the endless opportunities in agricultural communications.

Assessment:

The students' retention can be assessed and measured by their broadcast story's effectiveness and to see if all the tips were followed during the actual broadcasting.

Closure:

Summarize main points of lesson plan by having the students repeat the main points that were covered in the lesson. This is another way to measure retention.

Photography Lesson Plan

Lesson Title: Photography

Identification

Course Title: Agricultural Leadership

Teaching Unit: Communication

CDE Standards Addressed: Agricultural Communications

Lesson number in this unit: 4

Length (time): 55-60 minutes

Best month: Variable

Specific Instructional Objective(s):

By the time the class ends today, the students will have learned about photography, the rules of composition, and how to edit photos. The students should also be able to follow good photography skills on their own.

Equipment, Materials, Supplies, Books, Recourses needed for this lesson

- Computer
- PowerPoint Slides
- Projector
- Guidebook: Agricultural Communications in the Classroom
- Camera: Digital SLR's recommended but any type, even phone cameras are fine.

Academic Language:

- Photography: the process or art of producing images of objects on sensitized surfaces by chemical action of light or of other forms of radiant energy.
- SLR camera: single-lens reflex, a camera in which the light passes through the same lens to both the ground glass and the film.

Teaching Procedures:

Anticipatory set:

"You don't take a photograph, you make it." - Ansel Adams (Creator of camera)

Full awareness of what makes a good photo is essential in the art of photography. Today we will go over the basic concepts of photography and also have a photo contest.

Photography Lesson Plan

Stated Objective(s):

- Students will develop an awareness of career opportunities in digital photography and an overview of the history of photography.
- To expose students to basic photography skills
- Learn the rules of composition
- Learn how to edit photos

Purpose:

- To provide student's with relevant information about digital photography, the history, and the need.

Input (Presentation):

Subject Matter (Outlined)	Teaching Methods
1. Introduction to photography • Origin • Purpose 2. Rules of Composition • Rule of thirds • Lines • Balance • Framing • Simplicity 3. Editing Photos • Photographic composition • Involves a pleasing selection • Arrangement of subjects within the picture.	Explanation/Lecture

Check for Understanding:

- After the lecture has been completed, the students will be asked if they have any questions. Once no questions remain, the demonstration modeling will begin on how to take photos.

Photography Lesson Plan

Demonstration-Modeling:

Steps	Key Points
1. Show students camera	1. Explain what kind it is (for this purpose, it is okay if it is just a cell phone camera).
2. Take photos with and without flash	2. Sometimes the flash can be pesky
3. Show pictures	3. Emphasize the difference between pictures that used flash and did not.

Check for Understanding Again:

Ask students if they have any questions.

Guided Practice:

Start taking pictures in class for independent practice.

Quest Activities:

Have students look for agricultural photos in non-agriculture publications.

Review/Summary:

At the end of the photography lesson plan the students should have learned the origin of photography and the rules that coincide with photography. Explain to students the importance of photography in the day to day and how it helps convey a message without words. Remind them to continue their practice with photography and to understand that there is room for professional development.

Assessment:

Photo contest between the time the Demonstration Modeling has ended and the start of class the following day. Students can start practicing photography skills right away. Have students take photos of something agricultural related using the photo concepts and have them bring the photos to the next day of class. The photos can either be submitted in digital format or in print. Go over the photos that the students have taken and declare a winner to the class. They can win candy, etc.

Closure:

Summarize main points of lesson plan by having the students repeat the main points that were covered in the lesson. This is another way to measure retention.

Graphic Design Lesson Plan

Lesson Title: Graphic Design

Identification

Course Title: Agricultural Leadership

Teaching Unit: Communications

CDE Standards Addressed: Agricultural Communications

Lesson number in this unit: 5

Length (time): 50-55 minutes

Best month: Variable

Specific Instructional Objective(s):

By the time the class ends today, the students will have learned the elements of design and about graphic design. The students will be able to ask questions during instruction and will be asked to participate in discussion about different graphic designs.

Equipment, Materials, Supplies, Books, Recourses needed for this lesson

- Computer
- PowerPoint Slides
- Projector
- Guidebook: Agricultural Communications in the Classroom

Academic Language:

- Graphic Design: the art or profession of visual communication that combines images, words, and ideas to convey information to an audience, especially to produce a specific effect.

Teaching Procedures:

Anticipatory set:

How many of you read magazines? Have you ever wondered how they are produced? These works don't just happen over night and take a good eye for design and creativity to make.

Stated Objective(s):

By the time the class ends today, the students will have learned about graphic design, the principles of design, how to write photo captions in design work and be able to identify examples of graphic designs that have been done well and ones that could use some work or editing, and to be able to identify why.

Graphic Design Lesson Plan

Purpose:

To provide students with the relevant information on graphic design and the procedures involved. This will prepare the students for the graphic design portion in the Agricultural Communications CDE and will also help the agricultural program to have students that can produce graphic designs.

Input (presentation):

Subject Matter (outlined)	Teaching Methods
1. Introduction to graphic design • Graphic designers • Magazine spreads, brochures, posters, newsletter, displays, etc. • Information should be in an easy, readable fashion while looking pleasing and attractive • The best way to learn design is to study layouts used in magazines, newspapers, displays, brochures, posters, etc. 2. Principles of Design • Audience • What needs to be heard • Balance • Proportion • Contrast • Unity • Repetition • White space • Effects should support, not mask, the message of design 3. Writing Photo Captions • Associated Press Stylebook style • Formula: First Sentence and Second Sentence	Explanation/Lecture

Graphic Design Lesson Plan

Check for Understanding:

Ask the students if they have any questions.

Demonstration-Modeling:

Steps	Key Points
1. Present examples of graphic designs to class	1. Show good and bad examples. See if the students can point out the difference first.

Check for Understanding Again:

While presenting examples of graphic designs to class, make sure everyone is participating. Have them say why the design is good or bad and give specific examples of how it could be improved.

Review/Summary:

Explain to students that graphic design is a creative process and takes an eye for design along with practice.

Closure:

Summarize main points of lesson plan by having the students repeat the main points that were covered in the lesson. This is another way to measure retention.